

2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023-24

PROGRAM(S): ARCHITECTURE

CLUSTER: CLUSTER 4

AREA OF STUDY: ARCHITECTURE

LAST YEAR CPPR COMPLETED: 2022 NEXT SCHEDULED CPPR: 2026 CURRENT DATE: 3/1/2024

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's [Resource Plan](#), which can be downloaded from this [SharePoint folder](#). Please review the [Resource Allocation Rubric](#) when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

ARCHITECTURE AS

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. [Click here to enter text.](#)

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes If yes, please complete the Program Sustainability Plan Progress Report below.

No If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

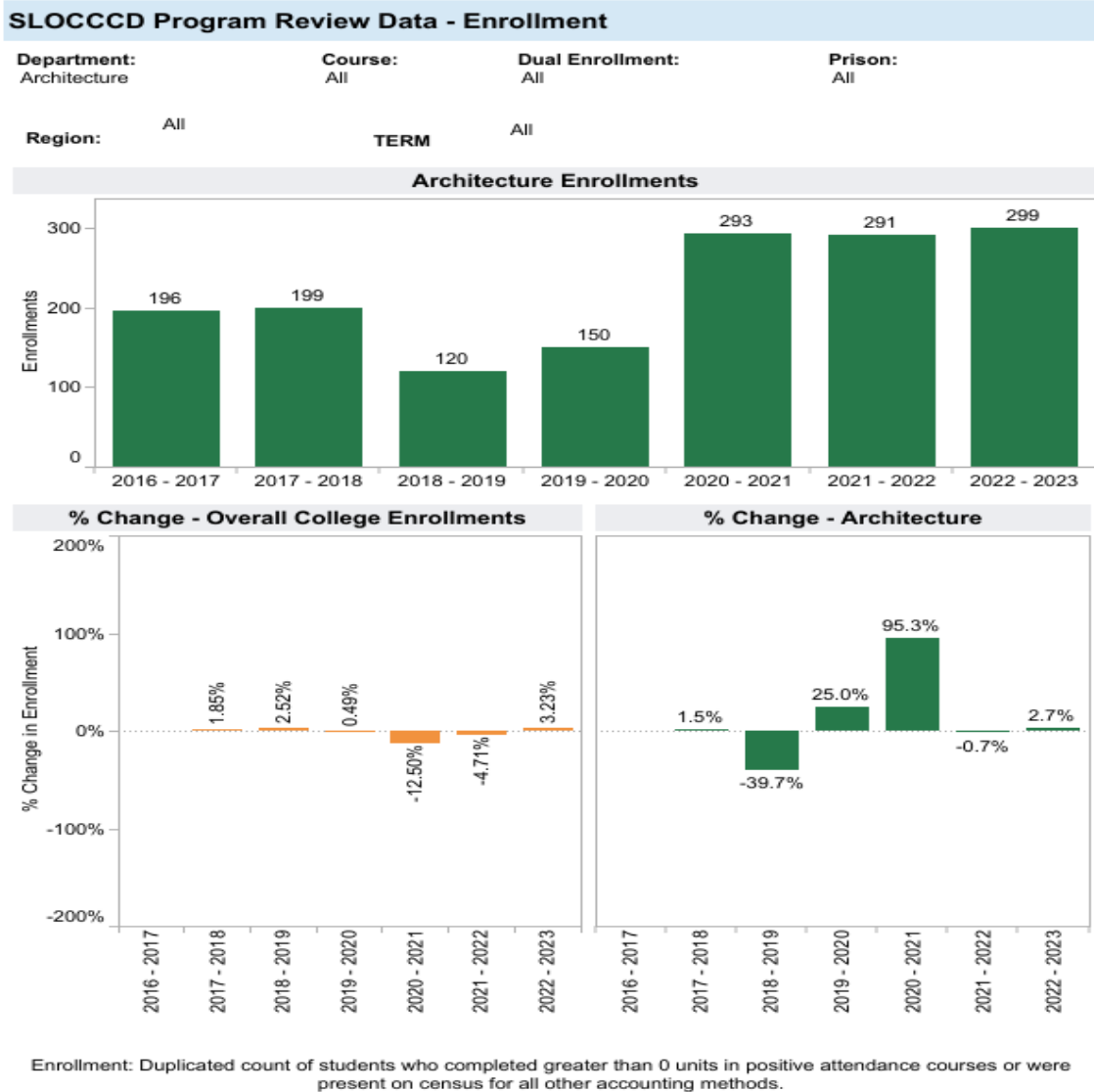
Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to

highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year’s available data.

A. General Enrollment (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.



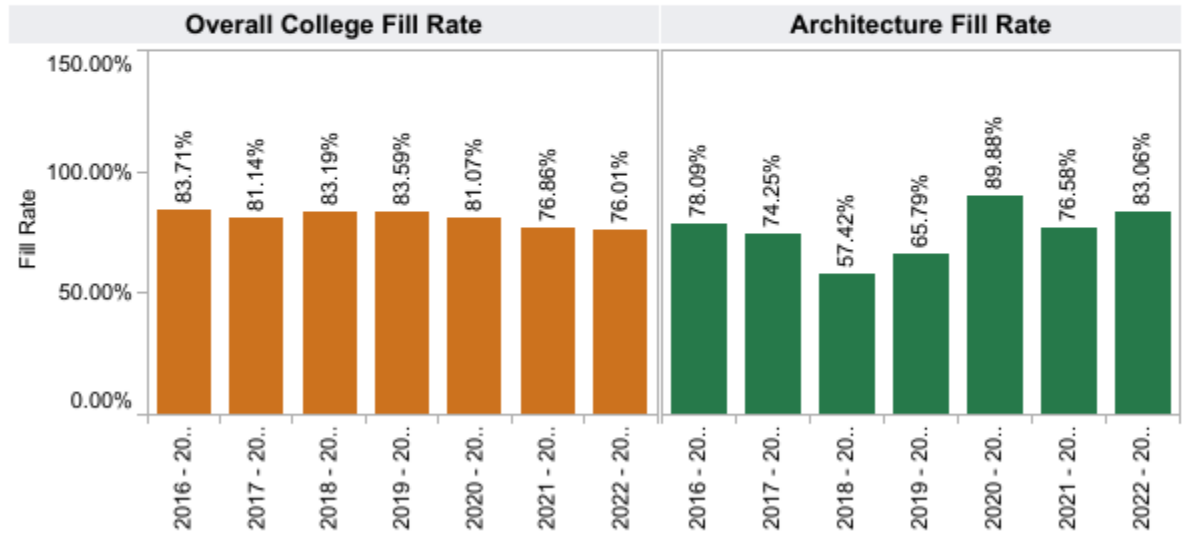
The general enrollment for architecture in 2023–2024 is still high and stable. After the 95% growth in enrollment from 2021–2022, the three-year average for Architecture is well above the growth in college enrollment for the same time frame.

B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: Architecture Course: All Dual Enrollment: All Prison: All



In the academic year 2020-21, enrollments substantially doubled, which led to classes being completely full and improved fill rates. This exceeded all expectations. Fill rates and enrollment growth in 2021-22 were comparable to those of the previous year, which suggests that enrollments and consequently fills rate have reset. Over the course of the previous year, the trend persisted, with enrollments and fill rates in Architecture out pacing the overall college rates.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

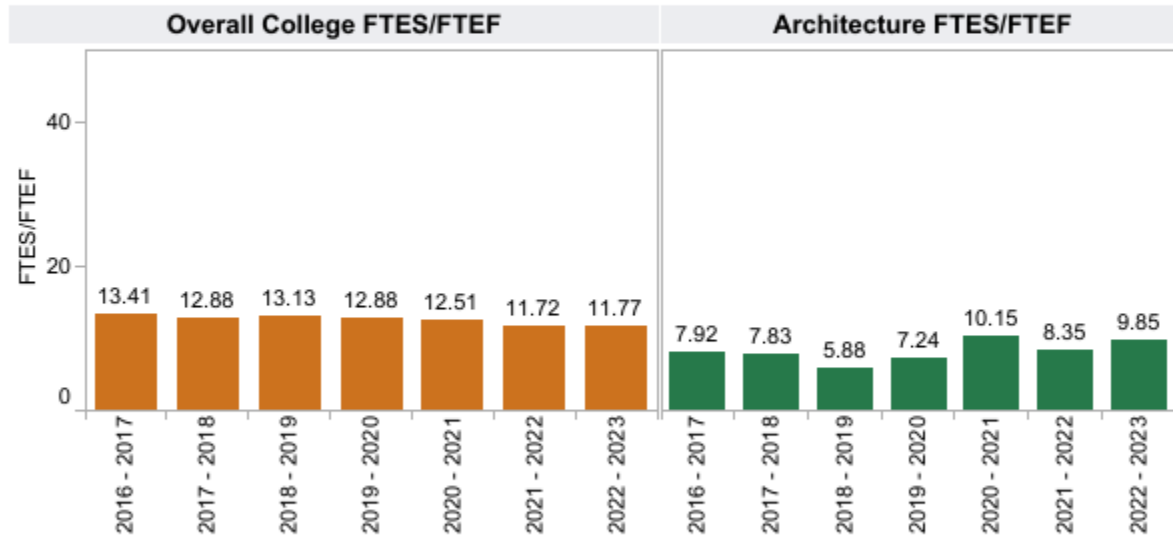
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
Architecture

Course:
All

Dual Enrollment:
All

Prison:
All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Architecture's efficiency, (FTES/FTEF 9.85) rose by 1.5 points over the past year, while the overall college, (FTES/FTEF 11.77) increased by 0.05 points. While Cuesta's architecture program has always lagged behind the college in efficiency. Much of this problem, shared by university-level architecture programs nationwide, is due to the inherent nature of this discipline's distinctive studio/lab teaching modality, which revolves around a high degree of individualized classroom critique and student presentation for most courses. Increasing FTES and FTEF rates are encouraging and directly linked to fill rates.

D. Student Success—Course Completion by Modality (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

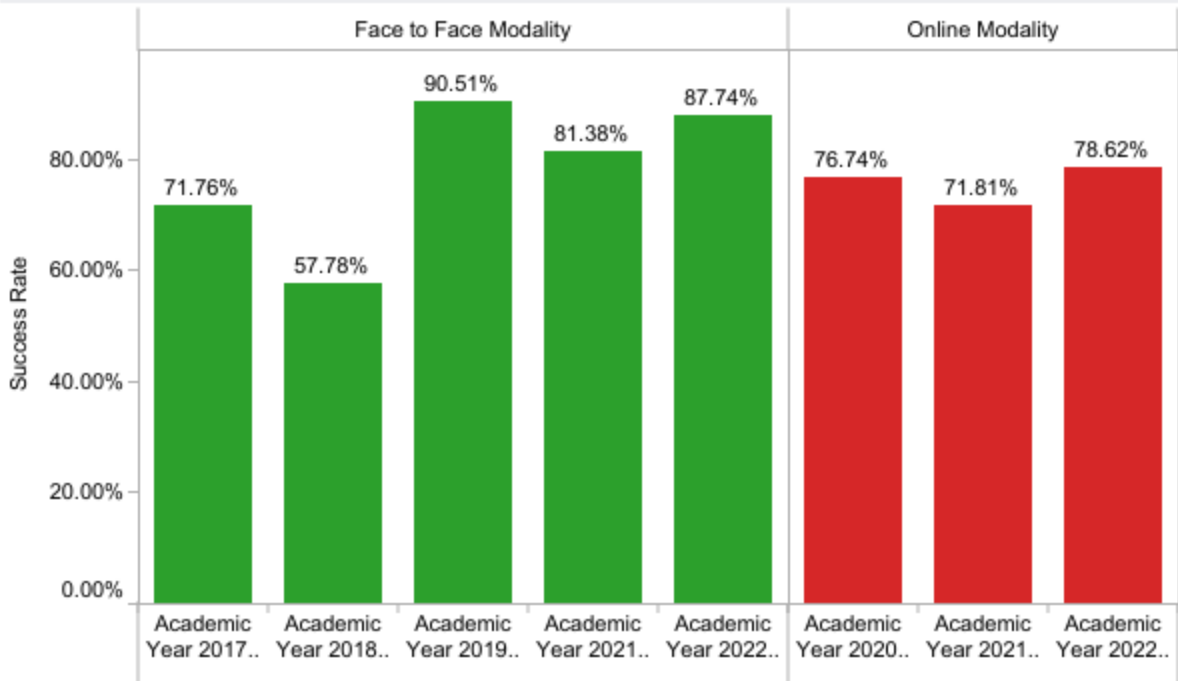
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Architecture

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality

Successful Course Completion by Modality -Architecture



Successful Course Completion by Modality Table - Architecture

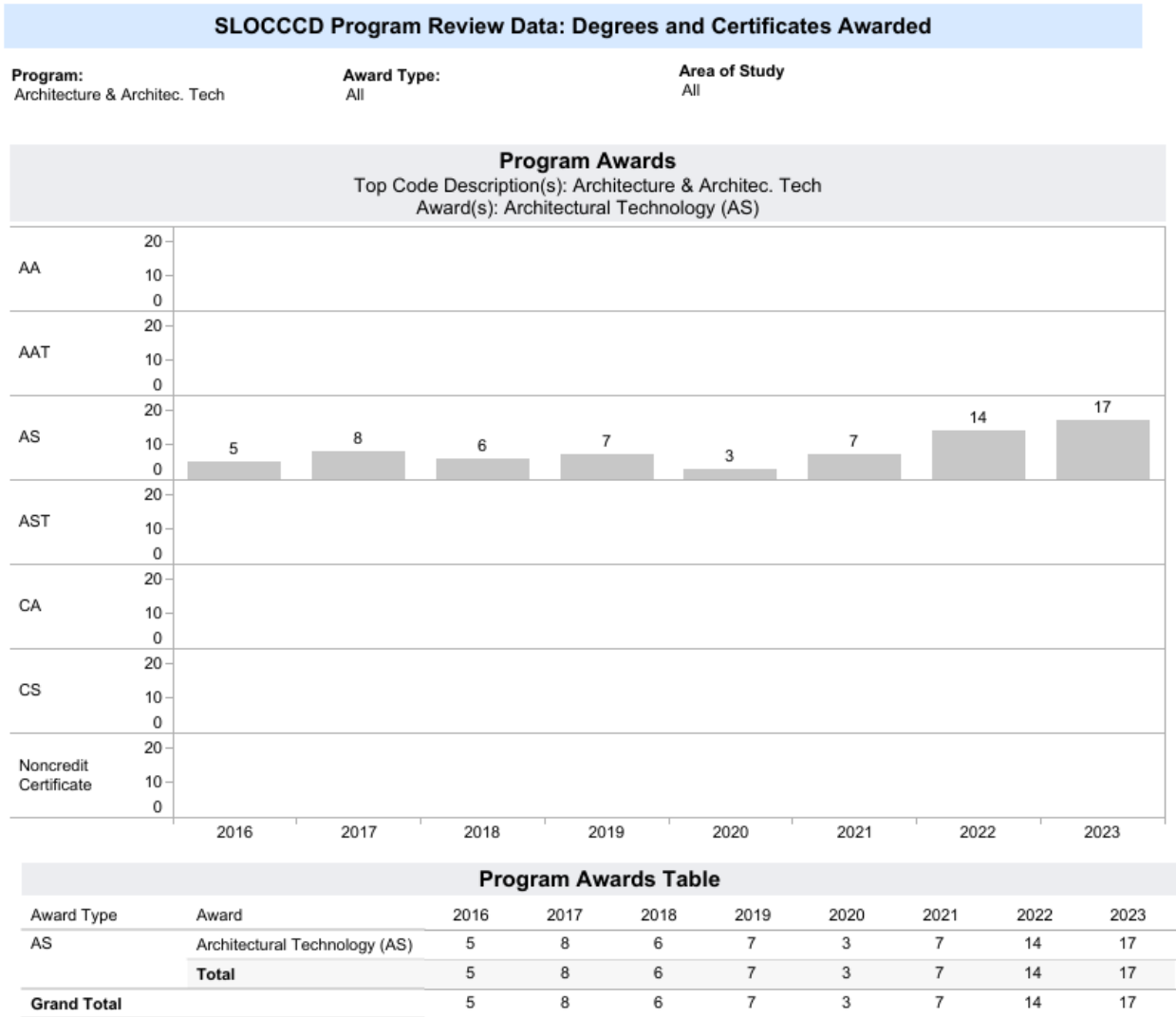
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	71.76%	57.78%	90.51%		81.38%	87.74%
	Total Department Enrollm..	216.0	135.0	151.0		145.0	155.0
Online Modality	Department Success Rate				76.74%	71.81%	78.62%
	Total Department Enrollm..				297.0	149.0	145.0

The student success data suggest increases in both face-to-face and online modalities 87.74% and 78.62% respectively, over a 6% improvement in both categories. As with

most other metrics, the Architecture program is outpacing the overall college completion rates in face-to-face and online modalities.

E. **Degrees and Certificates Awarded (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.



The awarded degrees continue to improve. Remarkably, after a two fold increase in 2022, the 2023 data suggests an 18% rise in AS degrees. For years, we have discussed with our students the value of applying for the Architecture AS degree, but to little avail. Up until 2022, the average number of degrees was 6 per year. These are encouraging numbers, but it's unclear what caused the sudden increase. Also noteworthy are the number of university transfers. The 2023 student cohort reports 11 transfers to accredited university programs. (9) nine to Cal Poly, San Luis Obispo, (1) one to New School of Design, San Diego, and (1) one to Texas Tech.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Architecture

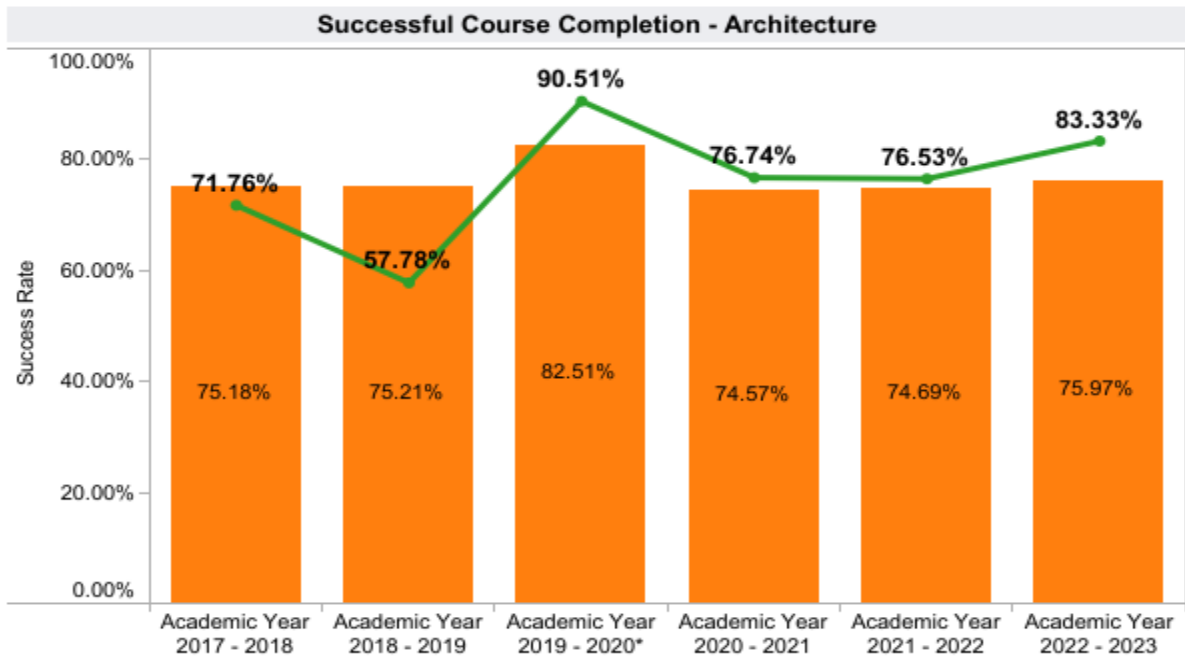
TERM
All

Measure Names

Department Success Rate

Overall College Success Rate

COURSE
All



Architecture Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Department Success..	71.76%	57.78%	90.51%	76.74%	76.53%	83.33%
Total Enrollments	216	135	151	297	294	300

Architecture student success and course completion continues to track above the Institutional Set Standard. This is a testament to the quality work Architecture faculty put into supporting, encouraging and inspiring our students to succeed.

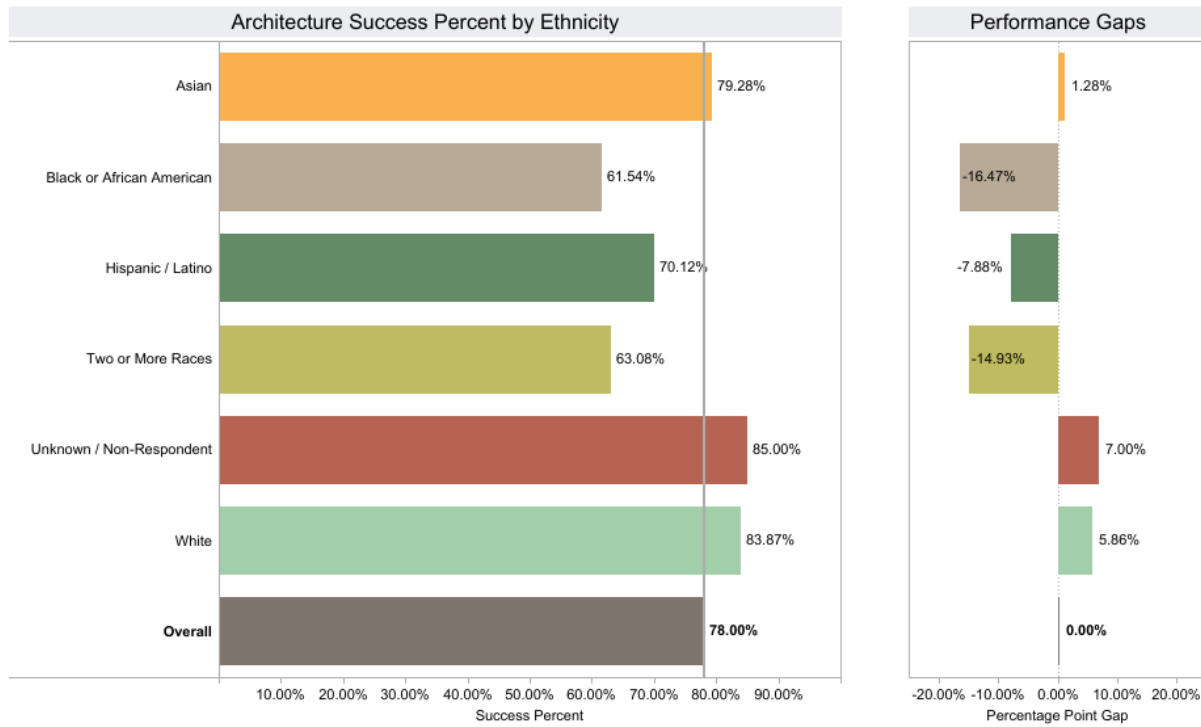
G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?



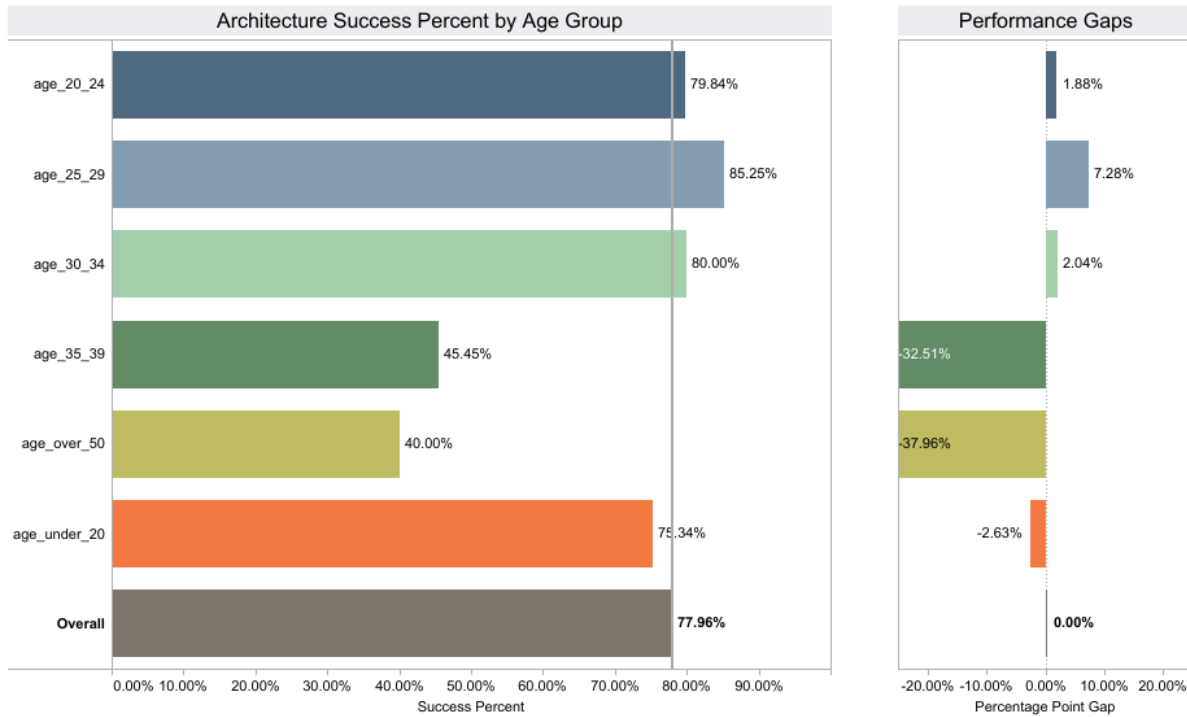
Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

2022-23 ethnicity success rate data clusters very tightly, with minimal performance gaps amongst identified ethnic groups. Hispanic/Latino students trailing whites by 5% and African Americans trail by 7%. Asian students are out performing all other Subpopulations. That said, Asian, Latino and Black groups comprise relatively small populations within our program; consequently, any individual's success or failure has a disproportionate effect on a metric that uses percentages.

Successful Course Completion by Student Subpopulation



Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

The architecture program has had a handful of students older than 35, and most have performed quite well, but there are outlier years. Some are retirees who are financially secure and use their maturity and career experience to good advantage. This year students between 35 and 49, are the poorest performing group but like the 50 plus group the sample is small which skews the results. Relatively small populations within our program can have a disproportionate effect on a metric that uses percentages. Our youngest students, those under 20, typically have the lowest success rates. The reasons vary, but often they come down to immaturity and academic deficiencies that require remediation. Financial security may also be a factor.

Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the ____ year in the 5-year calendar of the Curriculum Review Worksheet.

Not applicable. Courses have not been reviewed or modified

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

B. For the following questions, please refer to Part A, #3 of the previous year’s APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren’t already referenced in the previous year’s APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the ____ year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

- 1) New or modified plans for achieving program-learning outcomes
 - a) *none*
- 2) Anticipated changes in curriculum, scheduling or delivery modality
 - a) *Schedule fewer 2nd year studio and computer graphics sections to increase efficiency.*
- 3) Levels, delivery or types of services
 - a) *None*
- 4) Facilities changes
 - a) *Upgrade drafting tables and chairs in 4115.*

- b) Replace data projectors, ceiling mounted cameras and instructor stations in 4115, 4116 and 3406.*
 - c) General budget increases for ongoing software purchases and upgrades, consumable dFab parts and materials.*
- 5) Staffing projections
 - a) Replace Silverberg's retired full time position.*
- 6) Other
 - a) Fund annual ACSA and AIA membership fees.*
 - b) Support and funding for out of state professional development opportunities such as the AIA national convention and Autodesk's national convention.*

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.